

A C MOORE ELEMENTARY

333 Etiwan Ave
Columbia, S. C. 29205

GRADES K-5 Elementary School

ENROLLMENT 312 Students

PRINCIPAL Cynthia Detuelo 803-343-2910

SUPERINTENDENT Dr. Ronald L. Epps 803-231-7500

BOARD CHAIR Vince Ford 803-231-7556

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
8	53	43	0	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Good	N/A
2002	Average	Unsatisfactory	N/A
2003	Average	Unsatisfactory	No
2004	Average	Below Average	Yes

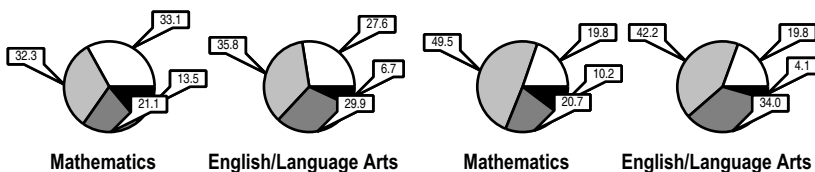
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

68.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	145	100.0	27.1	36.1	30.1	6.8	44.4	Yes	Yes
Gender									
Male	68	100.0	32.2	32.2	32.2	3.4	40.7		
Female	77	100.0	23.0	39.2	28.4	9.5	47.3		
Racial/Ethnic Group									
White	55	100.0	18.0	32.0	32.0	18.0	62.0	Yes	Yes
African-American	78	100.0	37.0	38.4	24.7	0.0	30.1	Yes	Yes
Asian/Pacific Islanders	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	104	100.0	12.8	37.2	42.6	7.4	57.4		
Disabled	41	100.0	61.5	33.3	0.0	5.1	12.8	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	145	100.0	27.1	36.1	30.1	6.8	44.4		
English Proficiency									
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	136	100.0	28.6	34.9	29.4	7.1	44.4		
Socio-Economic Status									
Subsidized meals	78	100.0	36.6	39.4	23.9	0.0	28.2	Yes	Yes
Full-pay meals	67	100.0	16.1	32.3	37.1	14.5	62.9		

Mathematics - State Performance Objective = 15.5%									
All Students	145	100.0	33.1	32.3	21.1	13.5	48.9	Yes	Yes
Gender									
Male	68	100.0	32.2	37.3	16.9	13.6	47.5		
Female	77	100.0	33.8	28.4	24.3	13.5	50.0		
Racial/Ethnic Group									
White	55	100.0	14.0	32.0	26.0	28.0	74.0	Yes	Yes
African-American	78	100.0	47.9	34.2	15.1	2.7	28.8	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	104	100.0	20.2	36.2	27.7	16.0	62.8		
Disabled	41	100.0	64.1	23.1	5.1	7.7	15.4	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	145	100.0	33.1	32.3	21.1	13.5	48.9		
English Proficiency									
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	136	100.0	33.3	32.5	20.6	13.5	49.2		
Socio-Economic Status									
Subsidized meals	78	100.0	46.5	36.6	14.1	2.8	29.6	Yes	Yes
Full-pay meals	67	100.0	17.7	27.4	29.0	25.8	71.0		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	58	100.0	32.1	32.1	28.3	7.5	35.8
	Grade 4	49	100.0	31.0	40.5	26.2	2.4	28.6
	Grade 5	55	100.0	46.8	42.6	10.6	N/A	10.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	44	100.0	17.1	29.3	39.0	14.6	53.7
	Grade 4	57	100.0	24.5	37.7	34.0	3.8	37.7
	Grade 5	44	100.0	38.1	40.5	19.0	2.4	21.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	58	100.0	37.7	30.2	18.9	13.2	32.1
	Grade 4	49	100.0	26.2	42.9	19.0	11.9	31.0
	Grade 5	55	100.0	51.1	29.8	10.6	8.5	19.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	44	100.0	26.8	34.1	17.1	22.0	39.0
	Grade 4	57	100.0	35.8	32.1	22.6	9.4	32.1
	Grade 5	44	100.0	33.3	35.7	21.4	9.5	31.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 312)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	1.2%	Up from 0.3%	3.0%	2.7%
Attendance rate	95.9%	Up from 95.6%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.5%		5.2%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	3.5%		3.7%	3.5%
Eligible for gifted and talented	25.8%	Up from 18.1%	13.9%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10.4%	Down from 12.4%	9.3%	8.2%
Older than usual for grade	0.0%	Down from 0.6%	0.9%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 28)				
Teachers with advanced degrees	57.1%	Down from 59.3%	48.7%	51.4%
Continuing contract teachers	78.6%	Up from 74.1%	89.4%	87.5%
Highly qualified teachers**	91.7%	N/A	94.3%	95.0%
Teachers with emergency or provisional certificates	8.7%		0.0%	0.0%
Teachers returning from previous year	78.9%	Up from 75.8%	86.5%	86.7%
Teacher attendance rate	94.2%	Down from 94.3%	94.3%	94.9%
Average teacher salary	\$42,819	Up 2.0%	\$40,355	\$40,760
Prof. development days/teacher	21.9 days	N/R	12.4 days	12.4 days

School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	16.7 to 1	Up from 16.0 to 1	19.3 to 1	18.9 to 1
Prime instructional time	89.4%	Up from 88.9%	90.1%	90.0%
Dollars spent per pupil*	\$6,613	Down 9.6%	\$5,819	\$6,044
Percent of expenditures for teacher salaries*	76.2%	Up from 73.5%	65.3%	65.9%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	91.3%	92.0%
Highly qualified teachers in high poverty schools**	90.3%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

A.C. Moore is a school that exemplifies a feeling of excellence that you sense when you enter the school. From the colorful work samples that fill the halls to the outstanding arts programs you will see after school, visitors are able to see that students truly have a chance to grow in an environment that fosters creativity and knowledge.

In a recent survey of parents, 96 percent of them surveyed were happy with the program their child received here and believed the school was an excellent school. Students are able to take a wide offering of after-school arts lessons in the areas of dance, music, and drama. A number of grants have been won by the staff, and donations from the community increased to record heights.

The Writing Improvement Network of South Carolina designated our school as a South Carolina Exemplary Writing School through 2004, and the staff continued to implement the writing principles that made our program exemplary. Again in 2003, A.C. Moore was awarded the Healthy Schools Award in all categories. A.C. Moore also received the South Carolina Red Carpet Award. The award is given to schools that have shown excellence in working with their community and offering outstanding responses to the needs found there. Also, one teacher earned National Board status in 2003 and joined five others who received national certification in previous years. Three additional staff members are awaiting the outcome of their applications for national certification in 2004, which would bring the school's total to nine nationally certified teachers.

The requirements of the federal law called "No Child Left Behind" caused the school to prepare for changes. Perhaps the biggest change affected students with English as a Second Language and students with severe academic disabilities who had to prepare for PACT testing at grade level. Even though the student population has 14 nationalities represented and 52% on free or reduced-price lunch status, the school successfully met 16 of the 21 national indicators, called Annual Yearly Progress. Discipline incidents continued to remain low as the school continued to implement the program called "Life Skills."

In the academic area, class sizes again averaged 15 students per teacher in grades 1-3. Accelerated Math and Reading programs were expanded to grades 2-5. Math and science became a focus, using instructional materials such as Everyday Math and Foss science kits to challenge all students. To increase the percentage of students earning "Advanced" scores on PACT, the curriculum is being redesigned to maximize learning using an integrated thematic instructional model. In the fall of 2003, teachers began using differentiated learning techniques in lessons. Through staff training designed to increase rigor in the instructional program, the school expects to see scores rise.

Cynthia Detuelo, Principal, A.C. Moore Elementary School

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	28	36	15
Percent satisfied with learning environment	92.9%	74.3%	100.0%
Percent satisfied with social and physical environment	89.3%	80.6%	93.3%
Percent satisfied with home-school relations	96.4%	83.3%	71.4%

*Only students at the highest elementary school grade level at this school and their parents were included.